

# The Impact of Crisis Intervention Course on Psychological Resilience and Self-Determined Functioning of Prospective Counselors

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## Abstract

Counselors provide immediate support to individuals and communities in distressing situations, specifically crises. In this process, they face challenges due to a lack of adequate training. These difficulties cause professional and personal impairments over time. The purpose of the study is to examine the effect of a Crisis Intervention course on the self-determined ways of functioning and resilience of prospective counselors. The study employed a quasi-experimental pre-posttest control group design, involving a total of 106 fourth-year counseling students, with an experimental group (N=64, students taking the Crisis Intervention course) and a control group (N=42, students following the standard curriculum). Measures included a sociodemographic form, the Self-Determination Scale, the Brief Resilience Scale, and course evaluation form. The results showed no significant differences between the two groups in pretest scores but revealed significant post-course improvements in self-awareness, perceived

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choice, and resilience for the experimental group compared to the control group ( $p < .001$ ). In addition, student evaluations highlighted the Crisis Intervention course's positive impact on self-confidence, counseling skills, self-control, self-awareness, emotional awareness, calm attitude, and resilience to stress. These findings underline the importance of crisis intervention training for counseling students in enhancing their personal and professional development. Further research is warranted to expand the knowledge base in this critical area of counselor education.

**Keywords:** Crisis; Crisis intervention; Self-determination; Psychological resilience; Counseling.

## **Krize Müdahale Dersinin Psikolojik Danışman Adaylarının Psikolojik Sağlık ve Özerk Benlik Yönetimleri Üzerindeki Etkisi**

### **Öz**

Psikolojik danışmanlar, özellikle kriz durumları olmak üzere bireylere ve topluluklara anında psikolojik destek sağlamaktadırlar. Bu süreçte yeterli eğitim alamamaktan kaynaklanan çeşitli zorluklarla karşı karşıya kalmaktadırlar. Bu zorluklar ilerleyen yıllarda mesleki ve kişisel alanda yetersizliklere neden olmaktadır. Bu araştırmanın amacı, Krize Müdahale dersinin, danışman adaylarının seçim yapma, kendi hayatlarını yönetme becerileri ve dayanıklılıkları üzerindeki etkisini incelemektir. Öntest-sontest denkleştirilmemiş kontrol gruplu yarı deneysel desen kullanılan çalışmada, deney grubunu (N=64) Krize Müdahale dersini alan öğrenciler ve kontrol grubunu (N=42) standart müfredatı takip eden Krize Müdahale dersini almayan öğrenciler oluşturmaktadır. Araştırmada veri toplama aracı olarak kişisel bilgi formu, Özerk Benlik Yönetimi Ölçeği, Kısa Sağlık Ölçeği ve Ders Değerlendirme Formu kullanılmıştır. Sonuçlar, ön test puanlarında iki grup arasında anlamlı bir fark olmadığını göstermiştir. Öğrencilerin öz farkındalık, seçim yapma ve sağlık son test puanları Krize Müdahale dersini alan öğrenciler lehine anlamlı düzeyde farklı bulunmuştur ( $p < .001$ ). Ayrıca öğrenciler, Krize Müdahale dersinin özgüven, danışmanlık becerileri, öz kontrol, öz farkındalık, duygusal farkındalık, sakin tutum ve strese karşı dayanıklılık üzerinde olumlu etkisinin olduğunu belirtmişlerdir. Bu bulgular, psikolojik danışman adaylarının kişisel ve mesleki gelişimlerini artırmada krize müdahale eğitiminin önemini vurgulamaktadır. Psikolojik Danışman eğitiminde kritik öneme sahip krize müdahaleye yönelik daha fazla araştırma yapılması gerekmektedir.

**Anahtar Kelimeler:** Kriz; Krize müdahale; Öz-belirleme; Psikolojik sağlık; Psikolojik danışma.

## Introduction

Individuals encounter challenging life events that they struggle to overcome during certain periods of their lives. During such times, individuals may find it difficult to cope with these issues, leading to a crisis. Caplan (1961) defined a crisis as a temporary state of psychological distress that arises when an individual's problem-solving methods are inadequate for dealing with dangerous events. Similarly, Wiger and Harowski (2003) described a crisis as an intense emotional experience characterized by fear, confusion, and bewilderment in response to expected or unexpected events. People develop various mechanisms for handling crises; while some may effectively cope with these challenges healthily, others may experience psychological difficulties in the same circumstances (Ewing, 1990).

In recent years, epidemics, natural disasters, and crises have had detrimental impacts on individual development. Crisis intervention is a method used when sudden life events create a shock effect that results in psychological problems for individuals (Brock, Nickerson, Reeves, Savage and Woitaszewski, 2011). Although not all crisis situations reach a pathological level, mental health professionals must take the necessary precautions. Yıldırım (2016) highlighted that crisis intervention is a practice that demands organization, a systematic approach, and professionalism.

Counselors in schools and institutions play a crucial role in equipping individuals with self-awareness, decision-making, and problem-solving skills to help them achieve personal and social harmony (Hott, Thomas, Abbassi, Hendricks and Aslina, 2015). In addition to these services, counselors must possess competence in handling crises that may arise. They serve as vital support systems, providing assistance and stability to individuals experiencing distress during and after a crisis (Miller and DuPaul, 1996). Furthermore, counselors are typically the first professionals to intervene in resolving crises in various institutions and organizations. However, studies indicate that counselors may be ill-prepared to handle crisis situations effectively because of a lack of adequate courses and practical training during their undergraduate education (Akkaya, 2018; Yılmaz and Eldeleklioğlu, 2019). In recent studies, counselors expressed a sense of inadequacy due to a lack of knowledge in fulfilling their duties related to crisis interventions (Çetiner and İlhan, 2022; Ulusoy and Cihangül, 2021).

The Turkish Higher Education Council (YÖK, 2018) has added a Crisis

Intervention course as an elective to the new curriculum. However, the availability of an elective Crisis Intervention course can vary from one university to another. Consequently, the lack of knowledge and experience in crisis intervention resulting from not taking such courses may be the primary reason counselors feel inadequate in handling crisis situations. According to Bandura and Locke (2003), a sense of inadequacy diminishes individuals' motivation to perform their jobs and can lead to emotional problems.

A key aspect of crisis intervention is the cultivation of decision-making abilities and a self-directed approach to functioning (Lambert and Lawson, 2013). According to the Self-determination theory, self-determination refers to an individual's capacity to make their own choices and take responsibility for the outcomes (Ryan and Deci, 2000). This theory also proposes that when individuals have greater control over their actions, their motivation and self-confidence tend to increase (Vallerand, 2000). Accordingly, the self-determination theory explores the factors that contribute to an individual's development, encompassing elements such as growth, integration, and overall well-being (Ryan and Deci, 2000; Vallerand, 2000). Individuals are dynamic beings, with a stable sense of self at their core. They exhibit inclinations for psychological growth, integration of their experiences, and resolution of challenges (Deci and Ryan, 2002). However, they also stated that the tendency to make autonomous decisions is not activated by itself but will emerge with the support of the social environment. The interaction between the active organism and social environment forms the basis of self-determination theory's views on behavior, experience and development.

After a crisis, emotional problems including anxiety, depression, and stress can significantly affect an individual's motivation and overall psychological well-being (Lambert and Lawson, 2013). Psychological resilience, which refers to an individual's capacity to recover from adversity, can be instrumental in mitigating the impact of these emotional issues (Reivich, Seligman and McBride, 2011). Resilience empowers individuals to cope with challenges more effectively, maintain motivation, and achieve positive mental health outcomes (Litam, Ausloos and Harrichand, 2021). Also, individuals with higher psychological resilience tend to exhibit greater self-determination and motivation to persist in the face of difficulties (Weinstein and Ryan, 2011).

As counselors are frequently exposed to highly challenging and potentially traumatic situations, their ability to cultivate and maintain resilience has become paramount. Training programs in crisis counseling can play a crucial role in fostering counselors' resilience by equipping them with essential skills and techniques to effectively manage their emotions, practice self-care, and employ coping strategies (Le Cornu, 2009; Wulff, Donato and Lurie, 2015). Research suggests that crisis counselors who undergo resilience-building training show higher levels of job satisfaction, reduced burnout rates, and an enhanced capacity to handle the emotional demands of their work (Bellamy, Wang, McGee, Liu and Robinson, 2019; Litam et al., 2021; Sadler-Gerhardt and Stevenson, 2012).

Crisis counseling training programs also focus on enhancing counselors' awareness of and sensitivity to the unique needs and challenges individuals face during crises. These programs emphasize an understanding of crisis dynamics, mental health issues, trauma-informed care, and cultural competence. By increasing counselors' awareness of the diverse experiences and reactions of crisis survivors, training enables them to develop a more empathetic and supportive approach. This heightened awareness contributes to enhanced rapport building, client engagement, and delivery of tailored interventions (Guo, Wang, Lok, Phillips and Statz 2016; Palmisano, 2007).

Self-determination and intrinsic motivation can act as protective factors, shielding individuals from the negative impact of emotional problems, and fostering psychological resilience. It is important to investigate whether the Crisis Intervention course, which plays a vital role in counselor education, is a variable that affects students' self-determined way of functioning and psychological resilience before their professional careers. It is hypothesized that counselors who undergo Crisis Intervention courses will experience an increase in self-awareness because these courses typically involve self-reflection and introspection. Through learning about crises and their effects on clients, counselors gain a deeper understanding of their emotions, biases and reactions. This heightened self-awareness allows counselors to better regulate their emotions, maintain objectivity and provide adequate support to clients during crises (Nickerson, Cook, Cruz and Parks, 2019).

Recent studies investigating the educational background and training of counselors have revealed that students have not been adequately offered opportunities to engage in crisis intervention training (Adamson and Peacock,

2007) and this deficiency persists in numerous critical areas (Miller and Jome, 2010). Greenstone and Leviton (2010) pointed out that undergoing counseling training does not ensure proficiency in crisis intervention. In the absence of specialized training, counselors may not be adequately equipped to deliver services when faced with a crisis situation. It is posited that counselors who receive training in crisis interventions will develop higher levels of resilience, enabling them to better cope with and bounce back from challenging situations. This study aimed to examine the impact of crisis training on prospective counselors' self-determined ways of functioning and psychological resilience.

## **Method**

### **Research Method**

This research is a quasi-experimental pretest-posttest with a control group study to determine the effect of the Crisis Intervention course on the self-determination way of functioning and resilience levels of 4<sup>th</sup> grade Guidance and Psychological Counseling students.

### **Participants**

The study group consisted of a total of 106 fourth-year students, 73 females (68.9%) and 33 males (31.1%), who were in the guidance and psychological counseling undergraduate programs and volunteered to participate in the research. The experimental group consisted of 64 students who enrolled in the elective Crisis Intervention course. The control group consisted of 42 students who did not take the Crisis Intervention course. The grade point average (GPA) was 2.99 (*SD*: .41) for the experiment group and 2.88 (*SD*:.34) for the control group.

### **Instruments**

#### **Sociodemographic Form**

The form provided information about the participants' gender, education level, and grade point average (GPA).

#### **Self-determination Scale**

The scale was developed by Sheldon and Deci (1996) and translated into Turkish by Ersoy-Kart and Güldü (2008). The original Self-Determination Scale consists of two subscales with 10 items to measure individual differences in how people tend to function in a self-determined way. In the Turkish version of the scale, the self-contact dimension includes five items (e.g., I feel that I am rarely myself-I feel like I am always completely myself), and perceived choice includes four items (e.g., "I am free to do whatever I decide

to do”, “What I do is often not what I’d choose to do”). The internal consistency coefficients were reported as .70 in the translation study and .76 in the current study.

### **Brief Resilience Scale**

The original form of the Brief Resilience Scale was developed by Smith, Dalen, Wiggins, Tooley, Christopher and Bernard, (2008) and adapted to Turkish by Haktanir, Lenz, Can and Watson (2016). This Likert scale measures individuals’ ability to overcome difficult situations and consists of six items (e.g., “It is hard for me to snap back when something bad happens”), ranging from 1=Strongly disagree to 5=Strongly agree. Higher scores indicated greater resilience. The test-retest reliability coefficients were reported as 0.80 and 0.91 in the translation study and .81 in the current study.

### **Effectiveness of the Crisis Intervention Scale**

No previous study has specifically explored the learning outcomes of the Crisis Intervention course. The researcher prepared questions to measure the impact of the Crisis Intervention course on the experimental group. The survey’s general question is “How are the contributions of this Crisis Intervention course to your professional development in the following areas?”. The seven-point Likert-type survey, ranging from 1 (very dissatisfied) to 7 (very satisfied), included seven areas: 1. emotional awareness, 2. Self-awareness, 3. Self-confidence, 4. Counseling skills, 5. Self-control, 6. Resilience to stress: 7. Calm attitude. These elements were derived through an analysis of the related literature (Adamson and Peacock, 2007; Lambert and Lawson, 2013; Nickerson et al., 2019) and analyzed individually. Higher scores indicate a higher level of component acquisition.

### **Data Collection Process**

Before beginning the study, approval from the researcher’s university ethics committee was obtained (RTEÜ/2023-223). Students in both groups were informed about the study in the first class of the semester. An online survey questionnaire, including informed consent, sociodemographic form, self-determination scale, and resilience inventory was administered to the students at the beginning and end of the semester. In addition, the researcher prepared questions to measure the impact of the Crisis Intervention course on the experimental group. The survey questions were derived through a process of analysis of the related literature (Adamson and Peacock, 2007; Lambert and Lawson, 2013; Nickerson et al., 2019).

### Experimental Process

Both the experimental and control groups followed the current program curriculum. However, the experimental group also took the Crisis Intervention course as part of their curriculum, while the control group followed the same curriculum without this additional course during the 14 weeks of the semester. The researcher ensured that the students in both groups took the same courses, except for the Crisis Intervention course in their last semester. The purpose of the Crisis Intervention course is to prepare students as counselors to deal with the inevitable crisis situations they will encounter. The Crisis Intervention course aimed to equip students with knowledge about how crises, disasters, and traumatic events can affect individuals, couples, families, and communities on both personal and systemic levels. The course delved into subjects like counselor proficiency, indirect trauma and countertransference. Students were actively involved in tasks that allowed them to apply crisis assessment skills in practical scenarios. The lecturer also included crisis intervention models for a variety of crisis situations. In addition, students were informed about recognizing and responding to stressors faced by crisis counselors through consultation and the formulation of action plans. The students examined relevant research on crises, decision-making, resolution, and resilience. Table 1 shows the course contents.

**Table 1.** Crisis Intervention Course Content

Week	Objectives	Topics
1	Understand the concept of crisis	Definition crisis intervention
2	Learn the types of crises	Developmental, situational, existential crisis
3	Develop skills in assessing and identifying crisis situations	Crisis assessment techniques, identifying risk and protective factors
4	Familiarize Crisis theories and models	Six-step model of crisis intervention,
5	Learn crisis intervention models	Application of crisis intervention models to case studies
6	Demonstrate Communication skills in crisis intervention	Basic counseling skills, active listening, empathy, non-verbal communication
7	Competency in ethical and cultural considerations	Ethical dilemmas and diversity in crisis counseling
8	Understanding trauma-informed care	Trauma and its impact on crisis response
9	Learn crisis intervention in specific populations	Crisis intervention with children, adolescents, and couples.
10	Recognize signs of suicide risk	Conducting suicide risk assessment
11	Developing action plans	Developing crisis response plans in schools and communities.
12	Practicing crisis intervention skills	Crisis simulations and role-playing
13	Recognizing self-care and burnout prevention	Self-care strategies for crisis counselors, peer support, and supervision
14	Cultivation of self-awareness and psychological resilience	Factors that contribute to resilience and self-awareness, strategies for coping with the impact of crisis.



## Analysis of Data

Before analyzing the data, individual cases were evaluated based on the completion of the survey and missing data. In total, 106 patients were included in the final analysis. An analysis of the normality test showed that there was no normal distribution of the subscales of the Self-Determination Scale. The between-subjects effects between both groups were analyzed using the non-parametric Mann-Whitney U test, and the within-subjects effects for comparison of mean responses at t1 and t2 in each group were tested using Wilcoxon Signed-Rank test. SPSS v26 statistical package program was used for data analysis. The level of significance was set at  $p < 0.05$ .

## Results

The results of the Mann-Whitney U test are presented in Table 2. The results indicated that there was no significant difference between the pretest scores of the experimental and control groups before the experimental process was carried out. The results showed a non-significant difference between groups in the GPA ( $z = -1.720, p = .085$ ), self-awareness ( $z = -.555, p = .579$ ), perceived choice ( $z = -1.384, p = .166$ ), and resilience scores ( $z = -1.717, p = .086$ ).

**Table 2.** Mann-Whitney U Test Comparing Experimental and Control Groups' Pre-Post Tests Scores

	Group	N	Mean Rank	Sum of Ranks	U	z	P
Pretest							
GPA	Experiment	64	57.66	3690.00	1078.00	-1.720	.085
	Control	42	47.17	1981.00			
Self-awareness	Experiment	64	52.16	3338.50	1258.50	-.555	.579
	Control	42	55.54	1013.00			
Perceived Choice	Experiment	64	56.68	3637.50	113.50	-1.384	.166
	Control	42	48.42	2033.50			
Resilience	Experiment	64	57.62	3687.50	1080.50	-1.717	.086
	Control	42	47.23	1983.50			
Posttest							
Self-awareness	Experiment	64	68.20	4365.00	403.00	-6.171	.000***
	Control	42	31.10	1306.00			
Perceived Choice	Experiment	64	68.84	4406.00	362.00	-6.433	.000***
	Control	42	30.12	1265.00			
Resilience	Experiment	64	72.78	4658.00	110.00	-8.026	.000***
	Control	42	24.12	1013.00			

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

The results also indicated that the mean of self-awareness, perceived choice, and resilience post scores of the experimental group were significantly

higher than the mean scores of self-awareness, perceived choice and resilience of the control group ( $z=-6.171, p<.001$ ), ( $z=-6.433, p<.001$ ), ( $z=-8.026, p<.001$ ).

Wilcoxon Signed-Rank test was used to determine whether the self-awareness, perceived choice, and resilience scores of the control group differed as a result of the current training. As can be seen in Table 3, there is no significant difference between the pre-test and post-test scores of self-awareness, perceived choice, and resilience ( $z=-2.611, p=.009$ ), ( $z=-1.272, p=.203$ ), ( $z=-.486, p=.627$ ). It can be interpreted that the current training does not have an important effect on the self-awareness, perceived choice, and resilience scores of students who did not take the Crisis Intervention course. In contrast, there is a significant difference between pre-test and post-test scores related to the self-awareness, perceived choice, and resilience of the experiment group ( $z=-6.967, p<.001$ ), ( $z=-6.640, p<.001$ ), ( $z=-6.392, p<.001$ ) (Table 3). In other words, students in the experimental group showed improvement in their self-awareness, perceived choice and resilience after the completion of the Crisis Intervention course.

**Table 3.** Wilcoxon Signed Rank Test Analysis of Self-awareness, Perceived Choice and Resilience Before and After for both groups.

Group		Pretest- Posttest	N	Mean Rank	Sum of Ranks	z	P
Self-awareness	Experiment	Negative	0	.00	.00	-6.967	.000***
		Positive	64	32.50	2080.00		
		Ties	0				
Perceived Choice		Negative	5	4.40	22.00	-6.640	.000***
		Positive	56	33.38	1869.00		
		Ties	3				
Resilience		Negative	2	12.00	24.00	-6.392	.000***
		Positive	55	29.62	1629.00		
		Ties	7				
Self-awareness	Control	Negative	8	15.56	124.50	-2.611	.009
		Positive	24	16.81	403.50		
		Ties	10				
Perceived Choice		Negative	11	11.41	125.50	-1.272	.203
		Positive	15	15.03	225.50		
		Ties	16				
Resilience		Negative	16	14.00	224.00	-.486	.627
		Positive	12	15.17	182.00		
		Ties	14				

\* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$ .

In addition, students reported the significant effect of the Crisis Intervention course on their self-confidence ( $M=5.16, SD=.82$ ), counseling skills ( $M=5.08, SD=.83$ ), self-control ( $M=4.92, SD=1.11$ ), self-awareness ( $M=4.63,$

$SD= 1.13$ ), emotional awareness ( $M= 4.55$ ,  $SD= 1.14$ ), calm attitude ( $M= 4.42$ ,  $SD=1.05$ ) and resilience to stress ( $M= 3.54$ ,  $SD=.50$ ).

## Discussion

The current study aimed to examine the effectiveness of a Crisis Intervention Course in counseling students' self-determined ways of functioning and psychological resilience. Based on the pre-test results, no significant difference was observed between the scores of the two groups prior to the crisis intervention training. However, there was a significant increase at the end of the semester in favor of the experimental group in self-awareness, perceived choice, and resilience scores compared to the control group, to which the current training program was applied. The findings of this study are similar to those of previous studies that have demonstrated positive results for counselors after attending crisis intervention training (Allen et al. 2002; Çetiner and İlhan 2022).

The crisis intervention program not only enhances students' theoretical knowledge and skills but also empowers them to make effective interventions in real-life crisis situations they may encounter in their professional careers (Nickerson and Zhe, 2004). In these crisis times, self-determination might imply a high level of autonomy and self-control in decision-making and behavior. Self-determined ways of functioning foster the ability and inclination of an individual to make choices and take action based on their own values, knowledge, skills, and preferences, rather than being solely influenced or directed by external factors or external pressure (Vallerand, 2000).

In essence, training programs not only prepare counselors to provide effective support to their clients but also equip them with the skills and personal attributes needed to navigate the demanding and often emotionally charged nature of their profession with resilience and confidence (Brock et al., 2011; Saigh, Mroueh and Bremner 1997). The results of the current study showed that students enrolled in the Crisis Intervention course demonstrated a higher level of resilience compared to students who did not take crisis intervention training. Counselors are at the forefront of supporting individuals facing a wide array of personal, emotional, and psychological challenges caused by crises. When counselors provide counseling for crisis situations, they are at risk of experiencing secondary trauma (Lambert and Lawson, 2013). Resilience plays a pivotal role in this process, and its importance cannot be over-

stated in minimizing burnout, compassion fatigue and vicarious trauma (Sadler-Gerhardt and Stevenson, 2012). In this context, resilience might be a foundational attribute that benefits both the counselor and their clients.

Additionally, the benefits of the Crisis Intervention course on professional and personal development were obtained from students' evaluations at the end of the semester. The students were asked to rate the effectiveness of the Crisis intervention course. According to the students' evaluations, self-confidence, counseling skills and self-control were the most frequent benefits of the Crisis intervention course. These findings supplement the existing body of research on the effectiveness of crisis intervention training (Allen and Ashbaker, 2004; Compton, Schoeneberg, Drye and Palen, 2022; Çetiner and İlhan, 2022; Guo et al., 2016). The students also indicated a positive effect on their self-awareness, emotional awareness, calm attitude and resilience to stress. Crisis Intervention courses often incorporate strategies for self-care, stress management and resilience building (James and Gilliland, 2013). This training equips counselors with the skills and techniques necessary to effectively manage the emotional demands of crisis situations, prevent burnout, and remain resilient in the face of adversity (Allen et al., 2002)

### **Implications**

In the United States, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) approved a guideline to encompass curriculum standards that specifically address crisis-related topics. These standards encompass several key aspects, including a) fostering awareness among counselors about their roles in community emergency response, b) enhancing understanding of the effects of crises, disasters, and trauma, c) providing training in community-based crisis intervention and d) ensuring knowledge and competency in identifying and reporting instances of trauma and abuse. However, counselor education programs do not assure competence in crisis intervention (Greenstone and Leviton, 2010). Thus, Crisis intervention courses should be mandatory, or these standards need to be appropriately integrated into the contents of trauma-related courses to support the personal and professional development of counseling students in Turkey.

Incorporating crisis education into courses involves more than just delivering information, it also entails counselor educators lecturing on crisis interventions while addressing students' readiness to manage their own triggers, attitudes and the potential risk of vicarious trauma exposure (Henning, Brand,

and Courtois, 2021). Self-determination and resilience can simultaneously serve dual purposes in counselor education. This might help students handle the demands of academic work and can also serve as a valuable clinical tool for managing personal triggers that may arise from exposure to clients' stories of crisis (Compton et al., 2022).

In counselor education, it is also essential to incorporate resilience-building strategies into training programs. This might include teaching stress management techniques, promoting self-care, and emphasizing the importance of reflective practice. Fostering a supportive and collaborative learning environment through a Crisis Counseling course can help aspiring counselors develop their resilience skills as well as self-awareness.

### **Limitations and Future Research**

The limitations can guide future research in the counselor education area. This study employed a quasi-experimental research design that lacked random assignment of participants to the experimental and control groups. This lack of randomization can result in the groups being unevenly matched. In addition, this situation potentially leads to confounding variables that can affect the validity of the results. Another limitation might be the statistically significant differences between the pre-test and post-test scores. The effectiveness of a Crisis Intervention course on self-awareness and resilience may vary according to individual factors. It is important to note that personal characteristics such as prior experience, personality traits, and motivation may influence the extent to which students benefit from Crisis Intervention courses. Students who possess a strong desire to learn and grow coupled with an open mindset may experience greater improvements in self-awareness and resilience than those who are less receptive to change (Litam et al., 2021). To prevent these limitations, future studies might incorporate a comparative research design between professional counselors who underwent crisis training during their education with random sampling.

In addition to the research design and student characteristics, the limitations arising from the Crisis Intervention course should be considered. Crisis intervention courses can be challenging because of several factors, including the nature of crisis situations and the demands placed on individuals responding to them. According to the students' evaluations of course effectiveness, emotional awareness, calm attitude, and resilience to stress scores were lower than those of other attributes. Students may struggle to maintain their own

well-being and self-care while learning about and responding to crises. It is essential to emphasize the importance of self-care in preventing burnout (Litam et al., 2021).

### Conclusion

According to the results of the research, the Crisis Intervention course was found to be effective in developing counseling students' resilience, self-awareness, autonomy and a sense of control over their actions and decisions. By providing students with the necessary knowledge, skills and techniques, the Crisis Intervention course contributed to students' capacity to effectively navigate crisis situations and deliver appropriate psychological interventions via resilience and self-determined functioning. Moreover, the findings showed that students' self-confidence, counseling skills, self-control, self-awareness, emotional awareness, calm attitude and resilience to stress were enhanced by the Crisis Intervention course. Ultimately, investing in the Crisis Intervention course will promote the well-being of students and the individuals they will serve in the future. Further research is necessary to investigate the potential effectiveness of the Crisis Intervention course on the specific characteristics and skills of counseling students.

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